

RIVERVIEW SD

701 10th St

Comprehensive Plan | 2022 - 2025

Steering Committee

| Name | Position/Role | Building/Group/Organization |
|-----------------------|------------------|--|
| Neil English | Chair | Superintendent |
| Eric Hewitt | Administrator | Junior-Senior High School |
| David Zolkowski | Administrator | 10th Street Elementary School |
| Christina Monroe | Administrator | Verner Elementary School |
| Nina Komaniak | Community Member | Business Owner / Moon Beam Cafe |
| Zak Jenniches | Community Member | Business Owner / Thrive Chiropractic |
| David Turk | Administrator | Junior-Senior High School |
| Donnie Marsh | Community Member | Nexus |
| Katie Lascola | Community Member | Business Owner/Homegrown Yoga/Parent |
| Stefanie Garibay | Board Member | Business Owner/Etta's/Parent/Board Member |
| Beth Orbin | Staff Member | Teacher/Parent |
| Tara Jo Morasczyk | Staff Member | Counselor/Parent |
| Barbara Stuart | Staff Member | Teacher |
| Kevin Ewing | Community Member | Business Owner/Chamber of Commerce/Kier Ewing and Assoc. |
| Don Marsh | Community Member | Business Owner/Minister |
| Jeanine Hurt-Robinson | Board Member | Board Member/Parent |
| Riverview Students | Student | Senior AP English / Gr. 7-12 Students / 110 students |
| Ann Bencivenga | Community Member | Business Owner/Urbana Boutique |
| Jennifer Chaparro | Board Member | Board Member/Parent |
| Jamie Leonardi | Parent | Parent Focus Group |

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| Wendy Wilton | Board Member | Board Member/Parent |
| Sarah McGuire | Parent | Parent Focus Group |
| Amanda Pagnotta | Parent | Parent Focus Group |
| Marc Serrao | Community Member | Business Owner/Oakmont Bakery |
| Melanie Pallone | Board Member | Board Member |
| Tabatha Flanick | Community Member | Business Owner/Oakmont Candle Works/Parent |
| Jarret Lewis | Parent | Parent Focus Group Member |
| Maureen McClure | Board Member | Riverview School Board/Institute for International Studies University of Pittsburgh |
| David Delsandro | Parent | Parent |
| Nick Paradise | Parent | Parent |
| Sophia Facaros | Community Member | Oakmont Mayor |
| Pam Billet | Parent | Parent |
| Sylvia Sullivan | Parent | Parent |
| Riverview Teachers | Staff Member | All Riverview Teachers |
| Riverview School Board | Board Member | All Current Riverview Board members |

LEA Profile

Riverview School District is located ten miles up the Allegheny River from Pittsburgh's historic Point State Park, the colonial site of Fort Duquesne and Fort Pitt. It is a small, suburban public school district serving the Pittsburgh suburbs of Oakmont and Verona. Riverview School District encompasses approximately 1.5 square miles and services approximately 1,000 students. Since 2012, there has been an increase in the percentage of economically disadvantaged students across the school district. One elementary school is a school-wide Title One School. Our industries are primarily small businesses within a small walking community. We have good working relationships with the local library, local emergency response teams, small businesses and area preschools. The communities continue to prioritize the integration of the arts in all aspects of the overall education for our students. We offer a variety of community partnership events within our schools. Our students attend one of two neighborhood elementary schools, Verona Elementary School in Verona (K-6) and Tenth Street Elementary School (K-6) in Oakmont. In 7th grade, all students attend the Junior-Senior High School. Riverview is the top performing single A school in the region and 2nd in the State. Students have a wide range of opportunities including but not limited to: several AP courses, online course offerings and cyber options, career to work opportunities through job shadowing, community service, technology, career technical course, personal finance and opportunities in the arts, electives, extracurriculars and sports.

Mission and Vision

Mission

Small School, Big Opportunities

Vision

A community-centered, artisan shop approach to teaching the critical skills, knowledge, and understanding necessary to succeed in an ever-changing global society.

Educational Value Statements

Students

The students are expected to be fully engaged in their educational program, to take full advantage of what the District has to offer, and to take an active role in their learning plan, development, and future pursuits.

Staff

The Staff are expected to participate in the creation of the strategic plan and to be fully engaged in helping the plan come to fruition. The Staff must be active participants in planning, implementing and tailoring and adjusting as needed, in order to complete the tasks set forth.

Administration

The Administration is expected to participate in the creation of the strategic plan and to be fully engaged in helping the plan come to fruition. The Administration must be active participants in planning, implementing and tailoring and adjusting as needed, in order to complete the tasks set forth.

Parents

The parents are responsible for providing valuable input to the Staff and Administration regarding the educational experience. They are also responsible for being active participants in the administration of the strategic plan, and will be responsible for supporting school initiatives at home.

Community

The community is responsible for providing valuable input to the Staff and Administration regarding the educational experience and their perception of the value the a Riverview education provides. They are also responsible for being active participants in sharing what qualities are necessary for young people to be successful in career acquisition and retention.

Other (Optional)

Summary of Strengths and Challenges

Strengths

| Strength | Consideration In Plan |
|---|-----------------------|
| Elementary School Attendance | No |
| K-8 iReady Growth Measures | Yes |
| Overall Elementary ELA Proficiency and Advanced Scores | Yes |
| Elementary Attendance | No |
| iReady Data K-8 showing positive growth and more students making progress across the board. | Yes |
| Overall proficiency scores are above state levels, except for gr. 8 | Yes |
| Gr. 3, 4, 6 math scores exceeded state averages | Yes |
| iReady Data K-8 showing positive growth and more students making progress across the board. | Yes |
| Gr. 4 students are performing well on the Science PSSAs | Yes |
| There is no significant disproportionality noticed in the data analysis. | No |
| The same goals and focus areas will be germane to all student sub groups. | No |
| Utilizing fiscal resources and aligning them to District needs | No |
| Recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers | No |
| Aligning and focusing our efforts on students with specific needs | No |
| Engaging in a continuous improvement plan, focused on action research and student outcomes | No |
| ELL services are appropriate and aligned to policy and standards K-12 | No |
| College and Career Readiness Scope and Sequence is well developed and shows meaningful vertical alignment | No |
| Title services are well accounted for and focus on students that need additional support | No |
| K-12 College and Career Readiness program is well documented and K-12 aligned | Yes |

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| Forbes Road CTC numbers continue to rise and District supports student matriculation into these programs | No |
| Students do well each year on the civics assessment | No |
| Grade 3 reading scores across the District | Yes |

Challenges

| Challenge | Consideration In Plan |
|--|-----------------------|
| PVAAS Scores across all grade levels, across all subject areas | Yes |
| High School Attendance | No |
| Junior High Proficiency PSSA Scores across ELA, Math, and Science | Yes |
| Math Proficiency PSSA Scores across grade levels 4-8 | Yes |
| PVAAS growth measures are below statewide averages, demonstrating that students are not growing to expected levels (especially students in the level 4/5 band, or our higher achieving students) | Yes |
| Overall proficiency scores in ELA have declined since the pandemic | Yes |
| Overall proficiency scores in math have declined since the pandemic k-8; and many grades fall below state averages (gr. 5, 7, 8) | Yes |
| PVAAS growth measures are below statewide averages, demonstrating that students are not growing to expected levels (especially students in the level 4/5 band, or our higher achieving students) | Yes |
| Overall 8th grade proficiency scores in science have declined since the pandemic; falling below state average | Yes |
| PVAAS growth measures are below statewide averages, demonstrating that students are not growing to expected levels (especially students in the level 4/5 band, or our higher achieving students) | Yes |
| There is no significant disproportionality noticed in the data analysis. | No |
| Aligning curriculum and primary resources to standards and creating a detailed scope and sequence of how those standards vertically align | Yes |
| Providing meaningful and aligned professional development for the administrative team around teaching and learning | Yes |

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|--|-----|
| Aligning assessments to standards and PSSA eligible content | Yes |
| Technology plan needs a collaborative scope and sequence aligned to current and future budgetary constraints | No |
| High school attendance needs improvement | Yes |
| Bolster communication of K-12 activities and continue to build the repository of activities and lessons k-12 | No |

Most Notable Observations/Patterns

We need to bolster academic performance and growth scores K-8

Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
|---|---|
| K-8 iReady Growth Measures | May give fodder to improving PVAAS scores |
| Overall Elementary ELA Proficiency and Advanced Scores | Some elementary ELA scores are positive. District can learn from these successes to help overcome challenges in other grade levels. |
| iReady Data K-8 showing positive growth and more students making progress across the board. | iReady scores to be used in staff member's continuous improvement plans for growth and development |
| Overall proficiency scores are above state levels, except for gr. 8 | Overall, students are performing well, but scores have gone down during the pandemic |
| Gr. 3, 4, 6 math scores exceeded state averages | Some math scores show scores higher than the State, but our administrative team feel they should still be better. |
| iReady Data K-8 showing positive growth and more students making progress across the board. | iReady data will be utilized by most teachers in order to show growth and improvement |
| Gr. 4 students are performing well on the Science PSSAs | High percentage of students achieving well in science in grade 4 |
| K-12 College and Career Readiness program is well documented and K-12 aligned | Scope and sequence for college and career readiness well defined. |
| Grade 3 reading scores across the District | Grade 3 reading scores are in the 80th percentile. |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|---|-------------------|-----------------------|--------------------|
| PVAAS Scores across all grade levels, across all subject areas | | No | |
| Junior High Proficiency PSSA Scores across ELA, Math, and Science | | No | |

| | | | |
|--|---|-----|--|
| Math Proficiency PSSA Scores across grade levels 4-8 | | No | |
| PVAAS growth measures are below statewide averages, demonstrating that students are not growing to expected levels (especially students in the level 4/5 band, or our higher achieving students) | Must raise growth metrics across all grade levels | Yes | Increase PVAAS growth measures |
| Overall proficiency scores in ELA have declined since the pandemic | Must raise proficient/advanced students on PSSAs in all grade levels | Yes | Increase overall proficiency scores in ELA |
| Overall proficiency scores in math have declined since the pandemic k-8; and many grades fall below state averages (gr. 5, 7, 8) | Must raise proficient/advanced students on PSSAs in all grade levels | Yes | Increase overall proficiency scores in Math |
| PVAAS growth measures are below statewide averages, demonstrating that students are not growing to expected levels (especially students in the level 4/5 band, or our higher achieving students) | | No | |
| Overall 8th grade proficiency scores in science have declined since the pandemic; falling below state average | | No | |
| PVAAS growth measures are below statewide averages, demonstrating that students are not growing to expected levels (especially students in the level 4/5 band, or our higher achieving students) | | No | |
| Aligning curriculum and primary resources to standards and creating a detailed scope and sequence of how those standards vertically align | Work with curriculum writing and thought partners to align the mission, vision, theory of action, instructional model, and professional learning pathways for staff | Yes | Professional development in alignment to standards and PSSA and Keystone eligible content. |
| Providing meaningful and aligned professional development for the administrative team around teaching and learning | | No | |
| Aligning assessments to standards and PSSA eligible content | | No | |
| High school attendance needs improvement | | No | |

Goal Setting

Priority: Increase PVAAS growth measures

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|------------------|--|--------------------------|--------------------------------------|--|--|
| Other | The District will achieve green or better in all grade levels according to the PVAAS data that we receive each year. | ELA Proficiency | 50% achieve grade level expectations | 75% of all grades achieve grade level expectations | The District will achieve green or better in all grade levels according to the PVAAS data that we receive each year. |

Priority: Increase overall proficiency scores in ELA

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|-------------------------|---|---------------------------------|---|---|---|
| English Language Arts | Students will exceed state proficiency scores by 20% in all grade levels that take the PSSA | ELA Proficiency | Students will exceed state proficiency scores by 10% in all grade levels that take the PSSA | Students will exceed state proficiency scores by 15% in all grade levels that take the PSSA | Students will exceed state proficiency scores by 20% in all grade levels that take the PSSA |

Priority: Increase overall proficiency scores in Math

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|-------------------------|---|---------------------------------|---|---|---|
| Mathematics | Students will exceed state proficiency scores by 20% in all grade levels that take the PSSA | Math Proficiency | Students will exceed state proficiency scores by 10% in all grade levels that take the PSSA | Students will exceed state proficiency scores by 15% in all grade levels that take the PSSA | Students will exceed state proficiency scores by 20% in all grade levels that take the PSSA |

Priority: Professional development in alignment to standards and PSSA and Keystone eligible content.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target Year 1 | Target Year 2 | Target Year 3 |
|-------------------------|--|---------------------------------|----------------------|----------------------|--|
| Professional learning | Teachers will receive 50 hours of professional learning over the next three years related to student-centered culture, rigorous learning environments, and other high leverage and research-based pedagogies focused on personalized learning. | Professional Learning | 15 hours in Year 1 | 15 hours in year 2 | Teachers will receive 50 hours of professional learning over the next three years related to student-centered culture, rigorous learning environments, and other high leverage and research-based pedagogies focused on personalized learning. |

Action Plan

| Action Plan for: ELA Proficiency | | | | | | |
|---|------------------------|------------------------------------|----------------------|------------------------------------|--|-----------|
| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation (People, Frequency, and Method) | |
| <ul style="list-style-type: none"> ELA Proficiency | | Raise in proficiency scores in ELA | | | Monitoring through the PLC and teacher observation process | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Implement Standards Aligned K-8 Curricular Resources | 08/24/2022 | 07/24/2027 | Superintendent | CKLA Resources | Yes | Yes |

Action Plan for: Math Proficiency

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation (People, Frequency, and Method) | |
|--|------------------------|--|----------------------|---|---|-----------|
| <ul style="list-style-type: none"> Math Proficiency | | Raise in Math and ELA Proficiency Scores | | | Superintendent and Building Principals | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| K-8 Action Research Through The Continuous Improvement Process | 08/24/2022 | 07/24/2025 | Building Principals | Procedures and Protocol for continuous improvement planning | Yes | Yes |

Action Plan for: Create a Culture of Learning for Staff

| Measurable Goals | | Anticipated Output | | | Monitoring/Evaluation (People, Frequency, and Method) | |
|---|------------------------|---|------------------------------------|--|---|-----------|
| <ul style="list-style-type: none"> Professional Learning | | Move to a student centered and personalized teaching pedagogies | | | Building Administration | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? | Com Step? |
| Provide ongoing and consistent professional development for staff | 08/24/2022 | 07/24/2025 | Professional Development Committee | Professional Development/Repository of Resources | Yes | Yes |

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|--|
| ELA Proficiency | <ul style="list-style-type: none"><li data-bbox="562 224 1260 251">• Implement Standards Aligned K-8 Curricular Resources |
| Math Proficiency | <ul style="list-style-type: none"><li data-bbox="562 284 1407 311">• K-8 Action Research Through The Continuous Improvement Process |
| Create a Culture of Learning for Staff | <ul style="list-style-type: none"><li data-bbox="562 344 1396 371">• Provide ongoing and consistent professional development for staff |

Professional Development Activities

| Ongoing Professional Learning | | | | | | |
|--|--|---|--|---|--|--------------------------------------|
| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| <ul style="list-style-type: none"> Implement Standards Aligned K-8 Curricular Resources | K-8 ELA Educators | Implementation and Pedagogy Standards for ELA | Proficiency Scores Rising for ELA students on Standardized Assessments | Building Administration / Amplify Trainer | 08/24/2022 | 07/24/2025 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | Choose Observation and Practice Framework | | | This Step Meets the Requirements of State Required Trainings | |
| Professional Learning Community (PLC) | 20 sessions throughout the year | | | | Language and Literacy Acquisition for All Students | |
| In-service day | 2 days through the first semester of the 2022-2023 school year | | | | Language and Literacy Acquisition for All Students | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | 6 times through the second semester of the 2022-2023 school year | | | | Language and Literacy Acquisition for All Students | |

Communications Action Steps

| Evidence-based Strategy | Action Steps |
|--|--|
| ELA Proficiency | <ul style="list-style-type: none"><li data-bbox="562 224 1260 251">• Implement Standards Aligned K-8 Curricular Resources |
| Math Proficiency | <ul style="list-style-type: none"><li data-bbox="562 284 1407 311">• K-8 Action Research Through The Continuous Improvement Process |
| Create a Culture of Learning for Staff | <ul style="list-style-type: none"><li data-bbox="562 344 1396 371">• Provide ongoing and consistent professional development for staff |

Communications Activities

| Strategic Plan | | | | | |
|-----------------------------|-----------------------|--|---|---------------------------------|--------------------------------------|
| Action Step | Audience | Topics to be Included | Type of Communication | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | District Stakeholders | Goals and Focus Areas for the District through the 2022-2025 School Year | Superintendent | 11/30/2022 | 07/24/2025 |
| Communications | | | | | |
| Type of Communication | | | Frequency | | |
| Brief | | | 1 time, for the duration of the 2022-2025 strategic plan period | | |
| Email | | | 1 time, and reposted for the 2022-2025 strategic plan period | | |
| Presentation | | | 6 times, to multiple stakeholders, throughout the first semester of the 2022-2025 strategic plan period | | |
| Posting on district website | | | To stay on the District website for the duration of the 2022-2025 strategic plan period | | |